

## **Title: Living Legacies of Māori Ways of Learning as Māori: Bi-cultural Education in a Multicultural Society – from Conventional to Convergence**

### **Abstract**

Māori perspectives pertaining to how we live, learn and flourish are not new in the context of schooling and education. The past often informs the present, and the present provides an opportunity to highlight the distinct differences that underpin how Indigenous Māori, and as culturally connected peoples, view the world they live in and learn from. This presentation will highlight the important learning distinctions, dynamics and developments to emerge with respect to how learning as Māori across the life span in Aotearoa New Zealand has transformed the conventional educational landscape over the past 10 years. This phenomenon has also given rise to a distinct Indigenous approach(es) to research and theory advancement that is fundamentally couched in Te Ao Māori but inherently inclusive in its approach and delivery. The following four perspectives, and the interconnection of each, alongside some relevant examples will be shared:

1. Te Ao Māori – philosophical perspective
2. Mātauranga Māori – pedagogical perspective
3. Whānau Ora – political and social reform
4. Te Reo me Ngā Tikanga – preservation of language and culture

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### **Bio:**

**Paul Whitinui** (Ngā Puhī, Te Aupōuri, Ngāti Kurī) is from the Confederation of Tribes in the Far North of Aotearoa New Zealand and is an Associate Professor in the School of Exercise Science, Physical and Health Education (EPHE) at the University of Victoria, BC, Canada. He has been a registered teacher since 1999, and has a background in sport and leisure, community health and development, and teacher education. In 2007, Dr. Whitinui completed his doctorate at the University of Auckland, where he explored the educational benefits associated with Indigenous Māori students participating in kapa haka (Māori Performing Arts) in public high schools. From 2012-2015, he was an Associate Professor University of Otago College of Education - Te Kura Akau Taitoka in Māori Teacher Education. Dr. Whitinui currently leads a multi-disciplinary research program focusing on Indigenous youth mental health and wellbeing, cultural safety in higher education, and Indigenous physical activity and wellness. He is also the co-chair of World Indigenous Research Alliance (WIRA) under the auspicious of the World Indigenous Nations Higher Education Consortium (WINHEC), and the Indigenous Academic Co-ordinator overseeing the development of a new Indigenous undergraduate cohort in the Bachelor of Sciences (Kinesiology) program scheduled for Fall 2020. Other research projects include: Principal investigator on a 2-year SSHRC Insight Development Grant working in collaboration with four post-secondary institutions, as well as, a co-investigator on a 5-year CIHR Indigenous Training Mentorship Network of the Pacific Northwest (IMN-PN) Grant. Over the past 11 years, Dr Whitinui has contributed to an extensive range of publications including journal articles, edited books, book, book chapters, and commissioned reports.